

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	158.000	Custodial	1.875000	Salaries	\$2,119,757	97.05%
Weighted	269.265	Exempt	0.000000	Supplies, Equip., Services	\$64,393	02.95%
Regular	158	Support	9.900000			
		Teacher	<u>11.570000</u>			
Year Opened	1964	Total	23.345000	Total	\$2,184,150	100.00%

School Philosophy

At Princeton School, we recognize and value the diversity of our students and community. We appreciate each child for their uniqueness and are committed to creating and nurturing a safe and welcoming environment where students can thrive. We are dedicated to providing a rich learning environment and supporting all children to experience success and discover their potential. We encourage students to believe in themselves and work to achieve their goals. We celebrate our students' accomplishments and hope to inspire them to be responsible citizens who are respectful and kind and who seek to contribute to their community; knowing that they can make a difference. We believe that our school and students' lives are enhanced when we forge strong partnerships with families and when all stakeholders work collaboratively.

Community Profile

Princeton School is located in the established community of Balwin in Northeast Edmonton. Our students live in the Balwin area as well as surrounding communities. We serve a diverse group of students and we are a Division site for the Interactions Program. Through the contributions of the Edmonton Public Foundation, we are pleased to offer full-day kindergarten to our youngest learners. Space in our building is leased to Pebbles Daycare/Before & After School Care and Children's Autism Services of Edmonton providing full-day services including a preschool and kindergarten program. E4C provides nutritional support which is available for all of our students. All programs and partnerships are an important and valued part of our school community.

Programs and Organization

Princeton School provides programming for children in kindergarten to grade 6. We take pride in the diverse nature of our school community and the quality of our classroom instruction. For our youngest learners, we offer full-day kindergarten, through the generous support of donors who contribute to the Edmonton Public Foundation. We are also a Division site for Interactions, which provides educational programming for students diagnosed with Autism Spectrum Disorder.

School Community Relationships

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

Pebbles Daycare - Before and After school Care e4c School Nutrition

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the SMART goals that were established for 2022-2023, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

At Princeton, we will build on outstanding learning opportunities for all students through a school wide focus on literacy and numeracy. (Priority 1, Goal 2)

By June 2023, all students at Princeton will demonstrate growth in literacy and numeracy.

Strategies used to achieve this goal will include:

- professional learning and collaborative conversations
- research based, high impact teaching strategies
- responsiveness to ongoing assessment data
- targeted supports and small group guided learning within classrooms

Achievement of this goal will be measured through formal standard assessments as well as teacher triangulated evidence.

Results Achieved:

At Princeton, our unwavering commitment to the success of every student drives our continuous efforts to prioritize their well-being. The entire staff at Princeton actively engaged in the Division's Equity Achievement Project, which included professional development, and the addition of a part-time dedicated literacy and numeracy lead teacher to our team. The lead teacher collaborated closely with a group of Division consultants and directly engaged with our teaching staff, fulfilling a pivotal role in enhancing our overall instructional capacity. The lead teacher assumed responsibility for promoting professional learning and facilitating the implementation of research-based, high-impact teaching strategies. Simultaneously, they collaborated closely with our educators to identify specific areas that needed focus and offered guidance on customizing instruction to address those particular needs.

- On the Provincial Achievement Tests, 91.7 % of students met the acceptable standard in Language Arts, while 16.7 % of students demonstrated the standard of Excellence.
- Princeton students improved by 3% in the "Below Grade Level" category and maintained their performance in the "Above/At" category on the Highest Level of Achievement (HLAT) assessment.
- In comparing the CAT4 data results from the fall of 2022 to the spring of 2023, data showed that out of 56 students, 66.7% maintained a stanine score of 4 or above, while 39.3% scored below stanine 4.
- In the CAT4 data holistic Mathematics results from the fall of 2022 to the spring of 2023, out of 56 students, there was an 8% increase in those scoring at stanine 4 and above and an improvement from 28.8% below to 19.6%. This indicates positive progress in mathematics performance.
- 100% of staff participated in the Equity Achievement project professional learning and committed to trying new strategies in the areas of literacy and numeracy.
- On the Alberta Education Assurance Survey, we saw an increase of 83.8% from the year previous to 88.1% demonstrating that students, staff, and parents are satisfied with the overall quality of education.

At Princeton, we will advance action towards anti-racism and reconciliation through intentional work that creates awareness within our school and community and celebrates diversity. (Priority 2, Goals 2-3)

Throughout the 2022-2023 school year, staff at Princeton will take intentional steps toward systemic change as we engage students in learning that respects and celebrates diverse cultural traditions, languages and beliefs including those of First Nation, Metis and Inuit families and communities.

Achievement of this goal will be measured through student, staff and parent feedback and participation in cultural learning opportunities and will include quantitative data if available.

Results Achieved:

- 100% of staff continued their deliberate integration of the Seven Grandfather Teachings into the school's cultural fabric. Students learned values like love, respect, bravery, truth, honesty, humility, and wisdom through various means, including videos, literature, and classroom discussions. Visual reminders of these teachings were displayed throughout the school. Students and staff could acknowledge and celebrate individuals who exemplified these values through anonymous submissions recognized during morning announcements and assemblies, fostering a positive and values-driven environment.
- 100% of staff participated in Catchment Community of Practices with the intent of fostering relationships, building trust, and building capacity in the areas of Anti-racism strategies and foundational knowledge.
- The school's ongoing focus remains on creating a welcoming and respectful learning environment. Analysis of the Alberta Assurance Survey indicated that parental involvement and staff engagement have shown positive percentages ranging from 80.6% to 91% and 87% to 90.6%, respectively. However, there is a noticeable decline among students, with their engagement dropping from 80.3% to 60.0%. Addressing this decline in student engagement is an important area of improvement for the school.

At Princeton, we will promote a comprehensive approach to student and staff well-being and mental health.

By June 2023, students and staff will have school culture building opportunities and experiences fostering a greater sense of belonging and well-being.

Achievement of this goal will be measured through student and staff participation in activities, ongoing communication and feedback from staff, students and families as well as relevant quantitative data such as Division and government surveys.

Results Achieved:

- Our entire staff made a purposeful effort to enhance the utilization of virtual communication platforms, encompassing phone calls, emails, newsletters, SchoolZone, and social media, achieving a 100% participation rate. The school's multilingual newsletter platform played a crucial role, resulting in significant engagement and fostering productive interactions with families, effectively addressing challenges arising in the post-pandemic context.
- Additionally, the implementation of successful strategies for nurturing a positive school culture and reinforcing our sense of community included commencing each day with daily announcements, organizing monthly assemblies, and initiating themed school-wide initiatives and celebrations. These approaches have proven highly effective in cultivating a sense of unity and community spirit within our school.

What were the biggest challenges encountered in 2022-2023?

Maintaining continuity of learning posed a significant challenge due to frequent illnesses and absences. Staff shortages, particularly in teacher and educational assistant positions, further strained the situation, especially for students in the Interactions program. The bussing system for these students and their families also presented ongoing challenges due to a shortage of drivers, leading to disruptions.

Returning to normal operations while considering diverse academic and social-emotional needs, and embracing a shifting mindset added complexity to the educational environment. Progress was made in the Equity Achievement work, but there is a need for ongoing opportunities to apply new strategies and learning. These challenges highlight the resilience and adaptability of the school community in navigating difficult circumstances.

What are the opportunities for improvement from 2023-2024?

The data collected at the school level regarding our efforts in literacy and numeracy has proven valuable in demonstrating the impact of instructional strategies on student success. This not only identifies specific areas that require attention but also serves as a motivating factor for staff, showcasing the effectiveness of their instructional practices and interventions. Reading screener data further pinpoints individual student needs and areas for school-wide instruction. Despite the lack of dedicated teacher time for additional interventions, teachers will need to address these needs in their daily practice. While there has been progress in the Equity Achievement work, it remains a high priority. Closing the gap for students with lagging skills and ensuring success for all students is the overarching goal.

Resilience Work: Continue implementing Division-supported lessons to promote mental well-being for both students and staff.

Circle Solutions for Student Well-being: Beginning to utilize strategies from 'Circle Solutions for Student Well-being' and the school-wide theme of "The Sharing Circle" to enhance social learning in classroom meetings, fostering a positive environment.

Participate in the "Schools that Listen" program offered by the Division: Create student leadership opportunities that allow students of all grade levels to actively participate in the process of knowledge acquisition, organize school-wide events, and foster connections within the school community.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7187 Princeton School

Assurance Domain	Measure	Princeton School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.2	75.7	75.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	73.7	83.9	83.7	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	41.7	50*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	12.5	9.1*	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.1	83.8	86.5	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.2	84.2	84.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	70.7	76.5	76.5	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	61.4	80.3	82.6	79.1	78.8	80.3	Very Low	Declined	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

Division Priorities 2022-2026

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

Division Priority 1

At Princeton, we will provide high quality learning opportunities for all students through a school wide focus on literacy and numeracy. (Priority 1, Goal 2)

By June 2024, all students at Princeton will demonstrate growth in literacy and numeracy.

Strategies used to achieve this goal will include:

- professional learning and collaborative conversations
- participation in the Equity Achievement Project
- using common research based instructional practices and programs including strategies shared through the Equity Achievement Project, *Heggerty* (phonological awareness), *UFLI* (explicit, systematic phonics instruction), *Jump Math* and *First Steps in Math*
- responsiveness to ongoing assessment data to guide instruction and interventions
- targeted interventions such as Empower and small group guided learning

What data will you use to track continuous improvement?

Indicators: EYE-TA in Kindergarten, RRST in Kindergarten and Grade 1, school-based assessments, teacher triangulation of evidence, Provincial literacy and numeracy screening assessments, norm-referenced tests (TOWRE, TOSWRF & TOSREC), Division's Highest Level Achievement Test (HLAT), Fountas and Pinnell Benchmark Assessment System (BAS), as well as CAT 4 Fall and Spring assessments.

Division Priority 1

At Princeton, we will promote a comprehensive approach to student and staff well-being and mental health. (Priority 3, Goals 1 & 2)

In the 2023-2024 academic year, students at Princeton will demonstrate growth in their sense of belonging and connection to school.

Strategies used to achieve this goal will include:

- participation in the R2 project with Dr. Ungar which focuses on building resilient schools
- participation in the Division's program *Schools That Listen*
- ongoing professional development and collaborative conversations
- staff participation in collaborative design groups that focus on the R2 project, anti-racism, well-being, and mental health
- community partnerships & relationships including E4C, KARA Family Centre, Roots & Wings Program, Children's Autism Services of Edmonton
- inviting community participation in a variety of ways: School Council, family nights, field trips, ongoing open communication, and volunteer opportunities
- engaging in learning that respects and celebrates our diverse school community to build empathy and respect for all

What data will you use to track continuous improvement?

Alberta Education Assurance Survey, Division Feedback Survey results, Youth Resilience Survey, monitoring monthly attendance data, teacher observations related to student connectedness, student surveys, and conversation with students

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,139,238		2,184,150
Internal Revenue		0		0
REVENUE TOTAL		2,139,238		2,184,150
Classroom	10.075000	1,084,806	10.070000	1,084,268
Leadership	1.200000	168,393	1.500000	200,695
Teacher Supply	.000000	60,000	.000000	52,745
TOTAL TEACHER	11.275000	1,313,199	11.570000	1,337,708
(% of Budget)		61.39%		61.25%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	23,400	.000000	23,400
Support	8.200000	489,253	9.900000	591,540
Support (Supply/OT)	.000000	31,000	.000000	36,000
Custodial	1.875000	125,109	1.875000	125,109
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	10.075000	674,762	11.775000	782,049
(% of Budget)		31.54%		35.81%
TOTAL STAFF	21.349999	1,987,961	23.344999	2,119,757
(% of Budget)		92.93%		97.05%
SUPPLIES, EQUIPMENT AND SERVICES		111,977		34,993
INTERNAL SERVICES		39,300		29,400
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		151,277		64,393
(% of Budget)		7.07%		2.95%
TOTAL AMOUNT BUDGETED		2,139,238		2,184,150
Carry Forward Included		0		0
Carry Forward to Future		0		0